

**INQUIRY – BASED LEARNING TO FOSTER ACTIVE PARTICIPATION IN THE
ENGLISH CLASS**

NIDIA SUSANA BANQUET GALINDO

ZULEIMY URREA ARCILA



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE LENGUAS EXTRANJERAS – INGLÉS

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**USING INQUIRY – BASED LEARNING TO FOSTER ACTIVE PARTICIPATION
IN THE ENGLISH CLASS**

NIDIA SUSANA BANQUET GALINDO

Susanabanquetgalindo.9@gmail.com

ZULEIMY URREA ARCILA

Zuleimyurrea99@gmail.com

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Advisor

PhD. SONIA JEREZ RODRÍGUEZ

UNIVERSITY OF CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA – CÓRDOBA

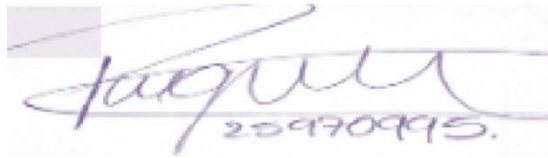
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ACCEPTATION PAGE



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ADVISOR



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JUROR 1



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JUROR 2

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ABSTRACT

This study aimed to explore the use of Inquiry – based learning (IBL) to foster eighth graders active participation in the English class. A qualitative case study was followed during a semester at Institucion Educativa Normal Superior. Findings revealed that in spite of receiving classes remotely given the pandemic Covid- 19 students shared, collaborated, and actively participated either orally or doing written tasks to create meaning though the texts they shared. Additionally, students developed new learning skills to solve every day problems and creatively communicated with others using digital practices never included before in their classes. Also, IBL allowed the teacher to assume different roles such as facilitator, motivator and guide rather than being only a provider of knowledge. Finally, this study also highlights some benefits like the use of internet to look up for information and challenges like the lack of oral participation because of the pronunciation. Those benefits and challenges came out with the use of IBL to foster active participation.

Key words: *Inquiry – based learning, active participation, new learning skills, teacher's role.*

RESUMEN

El objetivo de este estudio era explorar el uso del aprendizaje basado en la indagación (IBL) para fomentar la participación activa de los alumnos de octavo grado en la clase de inglés. Se siguió un estudio de caso cualitativo durante un semestre en la Institución Educativa Normal Superior. Los resultados revelaron que a pesar de recibir clases a distancia dada la pandemia Covid- 19 estudiantes compartieron, colaboraron y participaron activamente ya sea oralmente o haciendo tareas escritas para crear significado a través de los textos que compartieron. Además, los estudiantes desarrollaron nuevas habilidades de aprendizaje para resolver problemas cotidianos y se comunicaron de manera creativa con otros utilizando prácticas digitales nunca antes incluidas en sus clases. El IBL también permitió que el tutor asumiera diferentes roles como facilitador, motivador y guía mientras enseñaba en lugar de ser sólo un proveedor de conocimientos. Por último, este estudio también destaca algunos beneficios como como el uso de Internet para buscar información y desafíos como la falta de participación oral debido a la pronunciación. Estos beneficios y desafíos surgieron con el uso de IBL en la clase de inglés.

Palabras clave: *Aprendizaje basado en la investigación, participación activa, nuevas habilidades de aprendizaje, papel del profesor*

1. INTRODUCTION

Traditional practices of teaching based on a 20th century “factory” model that encouraged students to “sit in straight rows, listen to lectures, ... fill out worksheets, [and] read from texts under the watchful eye of the teacher” (Peterson & Hittie, 2003, p. 155) no longer seem to be the best option to teach today’s students. Wilhelm (2007, p. 9) states that “everything taught in an inquiry unit, including attitudes, strategies and concepts, is in the service of investigating the question, and understanding and doing things related to the question”. However, this type of teaching also requires that teachers involve students in active conversations and doing tasks related not only to academic topics but about everyday life.

A careful lesson planning of a class with clear learning outcomes is demanded if inquiry is the main purpose of the class, since no longer learners will be learning the same. Here learners will be searching, locating, synthesizing and communicating information to the rest of the class, and meaning will be created through different texts. However, changes regarding the teaching of a language do not happen from one day to the other. During the last 15 years many public schools have received support from the Ministry of Education through the Bilingual programs that started in 2005 in Colombia. Although constant innovation regarding pedagogy is necessary to fit the students’ needs and expectations.

Indisputably, there is a challenge for the ones who are to become new teachers since every school usually looks for a teaching approach that best suits students’ learning needs. In this line of thought, Inquiry-based learning (IBL) is one those options since it has been used as a learning tool to promote active participation in different contexts. Following the Academy of

Inquiry-based learning (2013, p.1) IBL helps students to generate their critical thinking, own ideas, and inquiries and it is explained as “a broad range of empirically validated teaching methods which emphasizes (a) deeply engaging students and (b) providing students with opportunities of authentically learning by collaborating with their peers.” IBL is therefore seen as a teaching method that not only accentuates the students’ -engagement in the lessons, but also contributes to students' collaborative learning, additionally, encourages learners on active participation by the use of investigations, problem-solving, drawing, oral and written activities.

Regarding active participations which is one of the main objectives of this approach, a learning instructional model called the 5E cycle is suggested. According to Malik, Dirgantara & Agung (2017, p. 181) the 5E cycle represents a realistic and constructivist method of leading students through a learning sequence where students are engaged in a topic, explore the topic, receive an explanation for their experiences, elaborate on what they have learnt, and evaluate the learning process. In this sense, each stage of the cycle supports students’ knowledge development gained in and outside the classroom. Furthermore, the 5E cycles improves any type of participation, either oral or written, while students develop the tasks assigned. Importantly, using IBL demands instructors to build rapport with students while they interact actively creating a safe environment in which students can collaborate and learn.

Furthermore, most studies of inquiry-based learning focus on inquiry learning in science classrooms since “Scientific inquiry learning gives students an authentic understanding of the nature of scientific knowledge and is a powerful tool for developing scientific thinking strategies and deep understanding of science content” (Ben-David & Zohar, 2009, p. 1659). Other studies include the use of ICT and Gerad, Varma, Corliss, and Linn (2011) have

reviewed studies on professional development in technology-enhanced science. One of their conclusions was that comprehensive programmes lasting longer than one year had a significant positive effect on students' inquiry-based learning experiences. On the other hand, in the field of language teaching Arauz (2013) has also analyzed benefits such as the improvement of linguistic skills and the students' learning control by using of inquiry-based learning and the integration of technology into the curriculum as an action model for an English as a Foreign Language class. Other studies have also used IBL and explained that it requires a classroom environment in which students feel free to work, have a notion, make inferences and make educated guesses toward the learning process in the classroom (Suhartono, et.al, 2014).

In this line of thought, Inquiry – based learning is not a very common teaching approach in the context of English language teaching in public schools of Monteria, here is no evidence of research studies in this context that explain if it can foster students' active participation in class. Nor there is evidence about the benefits and challenges this approach might offer to teachers and students in the English class.

In this regard, after the lockdown in March 2020 due to Covid 19 this approach was considered as an alternative to support eighth graders active participation in the English class in a public school. This seemed to be an opportunity to continue the work the head teacher had been doing with this class, although it demanded not only changes in terms of technology but on the pedagogy the teacher used. The purpose was guiding them to inquire about particular topics, think critically, collaborate, share texts, create new ones using digital skills and participate while creating new knowledge.

Thus, this research aimed at identifying the value of inquiry based-learning to foster students' active participation in the EFL and answered the following questions:

1. How can IBL serve to foster eighth graders active participation in the English class?
2. What are the benefits and challenges of IBL to foster active participation in the English class?

First, the theoretical framework includes some significant key concepts that this study took into account. These are Inquiry based-learning and Active participation. Second, the methodology is presented to describe the context, participants, type of study and data collection procedures describing how data was analyzed. Third, the findings, show the results found from the data. Fourth, the discussion presents the findings in relation with some theoretical implication. Finally, the conclusions of this study are stated.

2. THEORETICAL FRAMEWORK

This chapter will cover the most important underpinnings that concerns this study such as inquiry based-learning and Active participation.

2.1. Conceptual framework

2.1.1. Inquiry based-learning

Inquiry – based learning (henceforth IBL), is an approach that looks for the use of inquiry to generate ideas from students' thoughts. As stated by The Academy of Inquiry based-learning, 2013, p. 1), IBL emphasizes on “*deeply engaging students*” and “*providing students with opportunities to authentically learn*”. This approach is also known as a learning process, in which students are actively involved in activities that promote their critical thinking, investigation, problem solving and so forth. Therefore, IBL represents an innovative approach that encourages students to ask questions and support them through the investigation process, understanding when to begin and how to structure an inquiry activity. In other words, Lee, E. (As cited in The Academy of Inquiry – based learning, 2013, p. 1) defines IBL as:

Inquiry-based learning (IBL) is a method of instruction that places the student, the subject, and their interaction at the center of the learning experience. At the same time, it transforms the role of the teacher from that of dispensing knowledge to one of facilitating learning. It repositions him or her, physically, from the front and center of the classroom to someplace in the middle or back of it, as it subtly yet significantly increases his or her involvement in the thought-processes of the students.

Thus, this approach engages students in the interaction with the teacher, the subject and their classes through the learning experience. It makes the teacher promote the learning process using the experiences of the students. It creates active participation in students because it catches students' attention during the lessons and engages students in the learning process because they can use their own knowledge to answer doubts related to the topic.

Furthermore, this approach looks for the development of critical thinking on students since students produce their own inquiries, ideas and they use their own experiences to solve problems and answer questions. This is perhaps one of the main characteristics of this approach that makes it suitable for any class where a teacher is willing to innovate. According to Savery, (2006, p. 1) "This method is accurate for self-motivated students who allow a genuine curiosity for learning and engaging themselves. Students take previous experience and background information in the approach to solving the task at hand." Based on this assumption, this approach allows self-motivated students arouse their interest in the topic to then they can activate their background knowledge to use it as a tool for answering their own inquiries.

IBL uses the 5E cycle as a tool for promoting the active participation of students. Based on the concept of Warner, A. & Myers, B. (2009, p. 3), "The 5-E model focuses on the five phases of *engagement, exploration, explanation, elaboration, and evaluation*. Teachers can adapt the 5-E model to achieve objectives and deliver specific concepts and explanations." To elaborate, the 5E stages are not only used to guide students learning, but also ways of scaffolding learners' inquiries and responses to questions in class.

The following figure illustrates the 5E cycle stages

Figure 1.

IBL 5E cycle



Note. The figure shows each step of the IBL 5E cycle

According to According to Alen & Rodriguez (2015, para. 6)

As seen above, the 5E cycle has a set of stages: ***Engagement, Exploration, Explanation, Elaboration, and Evaluation***. First, in the *engagement* stage, students start to activate previous knowledge using their own experiences. Here, learners create their own inquiries and ideas related to the topic. The teacher and the students create a simple question associated with the topic that needs to be answered at the end of the lesson. Second, in the *exploration* stage, students use their own experience for knowing a little bit more about the topic; they look for information associated with the topic for answering the questions they created. In addition, learners share all the information with each other for knowing what they find about the topic. In the end, "Teacher provides scaffolding by observing, questioning, and guiding."

Third, the *explanation* stage is more “teacher-centered” because the teacher starts explaining everything relevant to the topic; the teacher also encourages their students in the class using the student’s experiences. In the next stage, *the elaboration* stage, the teacher uses this stage to encourage students to work cooperatively to design the final outcome. For instance, posters, presentations, texts or videos are examples of various outputs students may design for presenting the task of the lesson. Here, the role of the teacher is to be the facilitator development of the students’ inquiry literacy through the process and the person who helps learners to achieve the goal of the activity. Finally, in the *evaluation* stage students present what they created with the whole class. learners demonstrate what they learnt about the topic. At the end of the lesson, the role of the teacher is to provide feedback to the students to conclude and answer the big question.

Additionally, when teachers of English as a foreign language use IBL, their role changes. Their classes become more student centered and the use open ended questions is common to encourage research, participant observation and reasoning. According to Arauz (2013, p. 482) while doing their study, they introduce different tools and strategies according to the content of the unit or topic and become mediators for students’ learning. They activated teaching, proposing projects and problems to work on this new role. In other words, they had to be involved in the topic that was being researched, asking questions and making suggestions while encouraging students to follow the inquiry cycle.

2.1.2. Active participation

While implementing this approach most of the learning activities take place in the classroom but it does not mean that students cannot do homework by their own pace and

time. It means that the classroom is a meaningful context where students and teacher share information about their inquiries for clarifying ideas and interacting. For the instructor, the classroom represents the first place where students can participate enthusiastically to produce what students can learn in the classroom. Therefore, active participation provides students a completing engagement in learning activities the teacher furnishes the material and assists the students to develop and improve their own knowledge.

Likewise, active participation makes students to be aware of their weaknesses and strengths. According to Pratton and Hales (1986, p. 7) ‘active participation’ as “a deliberate and conscious attempt on the part of the teacher role to cause the students to participate overtly in the lesson.” Furthermore, they explained this as a technique employed by the teacher to enhance students' learning (p. 7). Significantly, active participation offers to the learners the opportunity to be aware of their weaknesses and the chance to put theory into practice.

On the other hand, active participation also supports the instructor role to stimulate the learning process of the students such as exchanging ideas with their partners, be conscious about their own knowledge and promote class discussion. Clearly, active participation improves the development of the class since students are constantly engaged, and their behavior is more focused on the activities. The teacher holds several roles and sometimes he/she is monitoring, and giving feedback; then students and teachers adjust mistakes or misunderstanding - things to improve the knowledge and keep the lesson moving. Other times, the teacher also becomes a learner since he has to innovate to support the class.

Starmer DJ, Duquette S. & Howard L. (2015, p. 1) explained that “Active student participation involves more than just listening; it refers to when students must read, write,

discuss, create, or be engaged in solving problems.” In this regard, active participation allows the students to get engaged in different activities and develop different competences in which they could empower themselves and work as co-creators in their learning process. Besides, classes provide students a variety of technological devices and tools in which they can develop their creativity, improve their self – directed learning and their digital skills. Hence, active participation can stimulate students to develop not only their skills or knowledge but also their behavior. This empowers themselves to improve their weaknesses and always be actively participating.

2.2. Literature review

A body of research on IBL provides a chance to implement a different methodology that supports the instructor to encourage the students to respond to teachers’ inquiries through critical thinking in the EFL classes. In this sense, several studies have been carried out on exploring the effectiveness of IBL. For instance, Arauz (2013) analyzed the benefits of inquiry-based learning and the integration of technology into the curriculum as an action model for an EFL classes. This researcher discovered that students can improve linguistic skills through IBL with the integration of digital technology. Furthermore, the researcher found that inquiry based-learning and the digital technologies empower EFL students in different ways so they can be in control of their own learning. Additionally, he/she found that students have more contact with the target language in real life situations and the opportunity to make connections with the outside world, visualize complex concepts, and interact with native speakers of English, any place and any time.

Using observations and interviews during a naturalistic qualitative study, Lestari (2016) explained the implementation of Inquiry-based Learning in teaching English with students from eight grade at SMP (National Standard School) negeri 1 Gemolong. It consisted of the component of teaching learning namely; learning objective, classroom procedure, classroom technique, the role of instructional material, teacher's role, students' role, media, assessment. Lestari concluded that the teacher has enough qualifications and fully acknowledged the notion of IBL in the teaching learning process. In addition, she found that some students in eight grades still needed a teacher's guide to do the activities, but most of them participated actively in the teaching learning process.

Likewise, Kang and Keinonen (2016) explored the extent to which various teachers and schools' factors have respectively affected teachers' implementation of IBL at lower secondary schools in Finland and South Korea. The findings revealed that teachers' confidence in teaching science and their collaboration to improve science teaching were strongly associated with facilitating inquiry in both countries. However, in both countries, the teachers' emphasized on exams which indicated a nonsignificant factor in predicting inquiry frequency. Moreover, the results showed that teachers' communities for collaboration on developing teaching practice can play an important role in increasing inquiry-based science education. The results had implications concerning the roles of professional development and the school environment in increasing IBL practice in science lessons. In addition, a small number of teachers from each school were involved, usually two or three teachers from each school; the cluster effect was not apparent in the study.

Similarly, during an action case study research, Irawan, Syahril & Sofyan (2018) discovered the effect of using IBL strategy on students speaking ability with a second-grade

class at SMAN 7 Bengkulu Selatan. This research aimed to find out the extent to which IBL strategy can affect students' speaking ability and to explore the significance of IBL strategy on students' speaking ability. The results of this quasi-experimental study showed that there was an increasing score of students speaking ability from 40,27 to 51,33. Furthermore, the researchers observed that there was an increase not only in the speaking aspect, but also in the vocabulary, the grammar, the fluency and the pronunciation aspect. The researchers concluded that: firstly, IBL strategy increased the students speaking ability in 11,05 including the four aspects (vocabulary, grammar, fluency and pronunciation). Secondly, IBL strategy affected significantly on students' speaking ability.

Using test evaluation and the motivated strategy for learning questionnaires, Bayram et al. (2013) analyzed the effect of inquiry based-learning on students' motivation in a group of first-grade students of the Faculty of Education at Hacettepe University. This study responded to a question: Are there any significant differences between students MSQ pre-test scores in an experimental group and control group. The researchers found that inquiry based-learning activities had raised and influence on students' motivation. In addition, in this study it was found that students had a positive attitude toward learning with the inquiry based-learning activities.

All in all, several studies have been carried out to explore the use of IBL in EFL classes. This investigation decided to explore this approach in the context of a public school taking into consideration the students need opportunities to actively engage in activities that promote their critical thinking and problem solving. In this sense, IBL can seem to be a suitable approach to achieve these objectives in EFL classrooms at a public school.

The IBL also approach provides interaction between the learners and the instructor in a different way. There are always inquiries and new ideas, and more research on this area is still needed to continue generating opportunities for students to improve English language learning.

3. METHODOLOGY

This section presents the methodology, the context, participants, the data collection procedures and the analysis of the information.

3.1 Type of study

The following study is a qualitative research that explores the behavior and the actions for understanding the use of IBL to encourage active participation in EFL classes. Patton (2005) states that “qualitative researchers engage in naturalistic inquiry, studying real-world settings inductively to generate rich narrative descriptions and construct case studies” (p.20). Therefore, an exploratory case study design was developed since Milles, Durepos & Wiebe (2010, p. 403) states that exploratory case study “investigates distinct phenomena characterized by a lack of detailed preliminary research, especially formulated hypotheses that can be tested, and/or by a specific research environment that limits the choice of methodology” In this sense, exploratory case study helps to investigate the changes of a phenomenon and in this particular case the use of IBL to foster active participation while understanding its benefits and challenges.

3.2. Context and participants

This study was conducted at Normal Superior high school. The school is located in Monteria at Juan XXIII neighborhood. The number of L2 lessons varies according to the grade. For instance, primary students work two hours per week while sixth and eleventh grade students have four hours per week.

The participants in this study were forty students from 8th grade who had to attend classes remotely due to the Covid-19 pandemic. The classes were held synchronously and asynchronously. This school was chosen given the availability these students had to participate and the head teacher's willingness to support student's English language learning. The average age of students goes from 11 to 14 years old and their English language level was fair so they could participate in class and express themselves whenever necessary.

3.3. Data collection procedures

Data was analyzed from the participant observations during the remote teaching. First, transcriptions of classes were done and the ethnographic narratives followed by the researchers provided a deep understanding of how IBL serves to foster active participation among 8th graders students. At the same time, the teacher's journal allowed to identify the teachers' perspective while encouraging active participation in students, and finally the online semi – structured interview during the online focus group provided data about the benefits and challenges of IBL.

According to Musante, K., & DeWalt, B. R. (2010, p. 1) explained online participant observation as “a method in which the researcher takes part in daily activities, rituals, interactions, and events of a group of people as one of the means of learning the explicit and tacit aspects of their life routines and their culture.” In this regard, classes were observed and interaction with 8th graders students when using IBL for oral, written, drawing participation was registered. In the same order of ideas, transcriptions and ethnographic narratives were used. These according to Poland, B. (2002) defined transcriptions as “a method for making data available in textual form for subsequent coding and analysis is widespread in qualitative

research”. Also, Naples, N. (2003) states that ethnographic narratives as a “design to draw on the insights of standpoint epistemology and reflective practice” (p. 21). Thus, those steps helped the researchers to identify certain initial codes that were obtained from the participant observations using transcriptions and ethnographic narratives from the videotaped classes. This data collection technique allowed making an analysis about the different events that took place in the EFL lessons.

Besides, a teacher journal was used. This is defined by Wiegerová, A. (2013) as “applying in the context of different auto-regulation and self- reflexive strategies that became an important part in the content profiling of teacher-focused study programmers.” This method permits the perspective of the teacher applying IBL to encourage students in active activities to participate.

Additionally, this study used semi – structured interviews which is described by Fylan (2005) as “simply conversations in which the researchers know what they want to find out about – and so have a set of questions to ask and a good idea of what topics will be covered – but the conversation is free to vary.” (p.65). In this sense, online semi-structured interviews allowed obtaining data from the online focus group. This is also defined by Marczak & Sewell (as cited in Masadeh, 2012, p. 63) as “a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue.” (p. 2). To support this technique, transcriptions were done in order to identify the benefits and challenges of IBL in the English classes.

3.4 Data Analysis

First at all, the results obtained from participant observations (transcriptions and ethnographic narrative) started to answer the first question of this study: how IBL serves to foster active participation in 8th grades students in EFL classes. A thematic analysis was used to analyze participant observations, transcriptions and ethnographic narratives from videotapes of the lessons that came out of the class and students' participation. Also, the thematic analysis allowed identifying the teacher perspective while implementing the lesson using IBL. For (Braun, V., & Clarke, V., 2012) thematic analysis focused on identifying patterns of meaning across a dataset that provide an answer to the research question.

On the other hand, the online semi – structured interview conducted during the online focus group was analyzed taking into account the second question of this study which has to examine the benefits and challenges of IBL in classes. The analysis and interpretation of focus group data required a great deal of judgment and care.

All the data was analyzed and codified. Different codes were generated. This stage was mainly about reducing lots of data into small chunks of meaning. Then, the codes were organized into broader themes that seemed to say something specific about the research question. For example, careful attention was paid to sharing information, participating and creating was transcribed to analyze *active participation*. Also, attention was paid to communication, creativity, self – directed learning and digital skill in order to analyzed *learning skills*. Finally, another important category that was given careful attention was the *role of the teacher* who turned out to be a motivator, guider and facilitator. The teacher journal was an excellent source of information since it registered not only the participation

of students in the activities but also the perspective of the teacher of using IBL to encourage 8th graders learning. Finally, the online focus group using a semi – structured interview was recorded and transcribed in order to find and identify the benefits and challenges of IBL in English classes. In the following table, it is observed the main codes, categories and theme obtained:

Table 1.

Coding

CODES	CATEGORIES	THEMES
Sharing information Creating Participation	Active participation	IBL to encourage active participation in 8 th grades students.
Communication Self – directed learning Digital skills	Learners’ insights about the implementation	New learning skills as a result of IBL use in the 8 th grade class
Motivator Facilitator Guider	Teacher’s role	The role of the teacher when using IBL.

Note. Codification related to the first questions of the study.

4. FINDINGS

How can IBL serve to encourage active participation among 8th graders?

4.1 Active participation

In this chapter extracts or segments of classroom transcripts and ethnographic narratives are shown to exemplify students' participation in the classes using the IBL approach. This evidence shows acts of active participation understood in this study as a learning process that allowed students to share, be involved in class activities and create new texts using digital skills.

In this line of thought, data about how students shared information during the first lesson is described. Following the unit plan of the course, the teacher started a lesson using the first part of the cycle of IBL doing engagement and asking students about *unusual and unique hotels* using the platform Zoom for the classes. This topic was planned to guide students to first realize that there was a question to answer: "*why would you like to stay in this hotel*". During the warm up of the lesson, students were requested to answer questions about the hotels they knew, things that could find in a hotel, places inside of a hotel, people who usually work there, general descriptions of a hotel and the furniture a hotel has. Students brainstorm some ideas on the topic.

To do so the teacher used a Jamboard where she started to type students' oral responses regarding what they knew about hotels as shown in transcript 1:

Table 2.

Students' sharing information

20	T	What can you find in a hotel?
21	S1	Rooms
22	S2	Bathrooms
23	S3	Living
24	S4	Food
25	S5	People

Transcript 1.

29	T	How are hotels?
30	S1	Beautiful
31	S2	Nice
32	S3	Organized
33	S4	Comfortable
36	T	Where can you find a hotel?
37	S1	In the city
38	S2	In the beach

Transcript 2.

Note. Students' answer questions about the hotels they knew, things that could find in a hotel and so on.

Figure 2.

Brainstorming about students' responses



Note. The image shows some of the students' responses about the questions provided by the teacher

During this part of the class, the researchers noticed that student's interventions after the question were sometimes oral and other times written, they rather typed their answers in the chat of the platform. Although many of them seemed to lack the vocabulary to answer complete sentences, or made grammar mistakes they still tried to communicate. After this initial activity, the topic about unusual and unique hotels was introduced during this part of the class. Here the second and third stage of IBL cycle *elaboration* and *explanation* were observed. The main question "*why would you like to stay in this hotel*" was presented to students and the teacher explained to them that it had to be answered by the end of the lesson. To do so, students initially had to find information and answer the following questions using a Google drive chart:

1. Name of student
2. Where can you find unusual hotels?
3. Why do people like to go to unusual hotels?
4. What countries have the most unusual hotels?
5. What are the most unusual and unique hotels around the world?
6. Why do people decide to construct those hotels?

The teacher provided an example to complete the chart and then requested students to search and locate information in Google. Then they had to communicate the information found in the chart using Google Drive. Here is evidence of students' shared information (see appendix A).

In the second part of the class, the teacher introduced the topic “likes and preferences”. She initially talked about the hotels she would like to visit and model the use of language using the expression “I would like”, then she asked students to write their own ideas in the Zoom chat to confirm that they had understood the topic. The following is evidence of the class transcription:

Table 3.

Students' examples

76	S1	I would like to travel USA
77	S2	I would like to travel Los Angeles
78	S3	I would like to spend time with my friends
78	S4	I would love to visit the Byron Bay
80	S5	I would prefer to stay in Japan

81	S6	I would rather visit my family in Cartagena
82	S7	I would prefer to stay in Spain
83	S8	I would rather visit Spain
84	S9	I would rather visit my family in turbo
85	S10	I would spend time with my friends

Transcript 3.

Note. Students' sentences about likes and preferences.

While doing so students shared information and communicated about their likes and preferences through written participation. After students had commented on the hotels they would like to visit, they were requested to create a poster using Canva using their own information. During this final part of the class, the last two stages of IBL cycle were observed *elaboration* and *evaluation*. To do so the teacher first provided a poster example and reminded students the main question to be answered with this final task: *would you like to stay here? Why?* (see appendix B). This poster had to be uploaded in Classting (a free platform) so that classmates could comment on each poster and give feedback to each other.

While this lesson was developed, the teacher was following a journal to reflect on the implementation of IBL and commented:

“I could realize that they like the methodology and they feel comfortable with the classes. They seem to like the classes and the activities.” “During the lesson of my 2nd week, they had looked and shared information, they had created a poster and uploaded in Classting and most of them have done a great job, participating orally or writing. They finished all the activities

and were active not only doing the activities, but also in the classes.” (Teacher journal, 12/09/2020).

“All the students are understanding and learning what I am teaching and they are feeling very comfortable with the methodology, because they are participating a lot” (Teacher Journal, 22/09/2020)

The second lesson was about a different topic and it was related to economy, money, and currency. This lesson was focused on the use of Bitcoin which is a digital money sed for free payment and making more money. This lesson followed the same methodology and students were presented a question to answer by the end of the lesson: *why do you think bitcoin can change the global economy?* In the first part of the lesson the teacher introduced the topic and the teacher activated prior knowledge, the students had to develop a multiple – choice questionnaire using a Google form.

Figure 3.

Bitcoin questionnaire

Economy, money and currency 1

Bitcoin

Name *

Texto de respuesta corta

What is bitcoin? *

☐ Bitcoin is a cryptocurrency, a form of electronic money. It is a decentralized digital currency without is inde...

☐ Bitcoin is a cryptocurrency invented in 2008 by an unknown person or group of people using the name Sat...

☐ Bitcoin is an innovative payment network and a new kind of money.

Why are people using bitcoins for today? *

☐ Because now a days many people use it and it is safe

☐ Because the survey places this cryptocurrency as the most popular crypto in the blockchain industry.

☐ Because bitcoin is famous in this time

Note. The figure shows the questions related the main topic which is bitcoin.

Students' answers (see appendix C) showed students' background knowledge about bitcoin and the evidence of the first part of IBL cycle in which students were engaged and participated providing accurate answers. In the second part of the lesson, the teacher provided some vocabulary about bitcoin: bitcoin address, block, wallet, confirmation, digital currency, for example. The teacher did in this part of the lesson the IBL cycle: *explanation*. Therefore, during the warm up of the lesson, students were requested to activate previous knowledge about the vocabulary provided before, so in this activity the teacher asked some definitions and students had to say the meaning or look for it if they did not know it. This initial activity allowed students to search about the topic in Google and share their findings.

The teacher used a Jamboard again to type students' oral and written participation regarding what they learned about bitcoin vocabulary.

Table 4.

Students' answering questions

117	T	This is the place where you can keep your bitcoin, what is it?
118	S1	Wallet

119	T	Excellent! The other one, digital money used for free payment and to get more money, what is the word?
120	S2	Bitcoin
121	T	Excellent! Let's go with the other. This is a link that is private, is a secret piece of data that proves your right to spend bitcoin from your wallet, what is the word?
122	S3	Private key
123	T	Yes, excellent, guys! It says, digital currency is a form of currency that is available only in digital electronic form, what is it?
124	S4	Digital money?
125	T	No
126	S5	Digital currency?
127	T	Digital currency, excellent! Let's continue. This means that your transaction was accepted, what is it?
128	S7	Teacher, please repeat
129	T	This mean that your transaction was accepted
130	S8	Confirmation

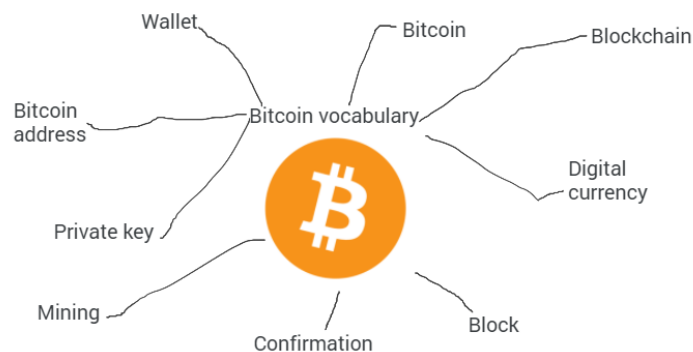
131	T	Excellent. Let's go with each other. This is a link or code that people can give to other people to receive or give money, what is it?
132	S9	Bitcoin address
133	T	Excellent guys, okay, this one... It's a group of bitcoin transactions that are being processed and confirmed.
134	S10	Block
135	T	Excellent guys!

Transcript 4.

Note. The transcript above shows some students' responses to be aware about the bitcoin vocabulary

Figure 4.

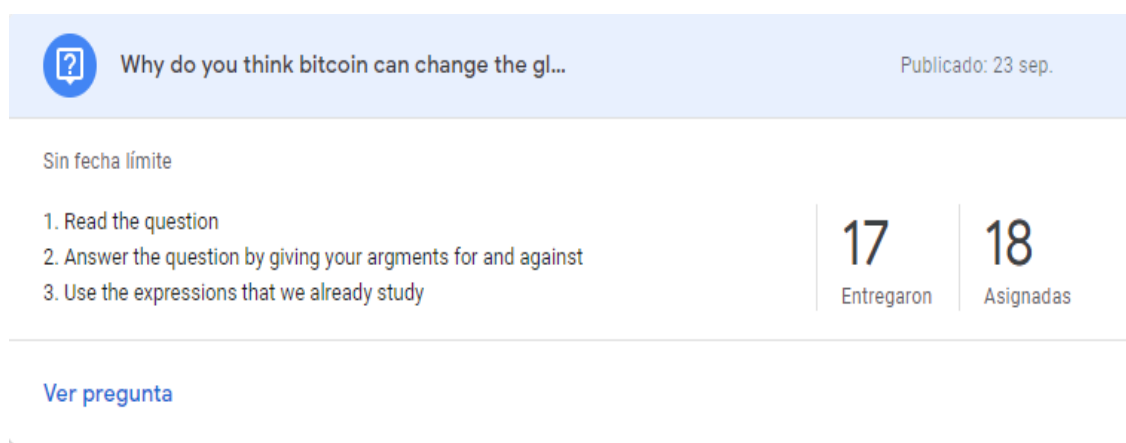
Bitcoin vocabulary



Note. The figure above shows the students' responses taking into consideration the teacher questions about bitcoin vocabulary

While responding to the teacher's requests the students were able to speak and write short sentences sharing what they understood and learning the vocabulary related to the topic. Finally, during the next part of the lesson, students had to search, locate and communicate information to participate in a forum in which they had to answer the main question: *why do you think bitcoin can change the global economy?*

Figure 5.
Forum participation



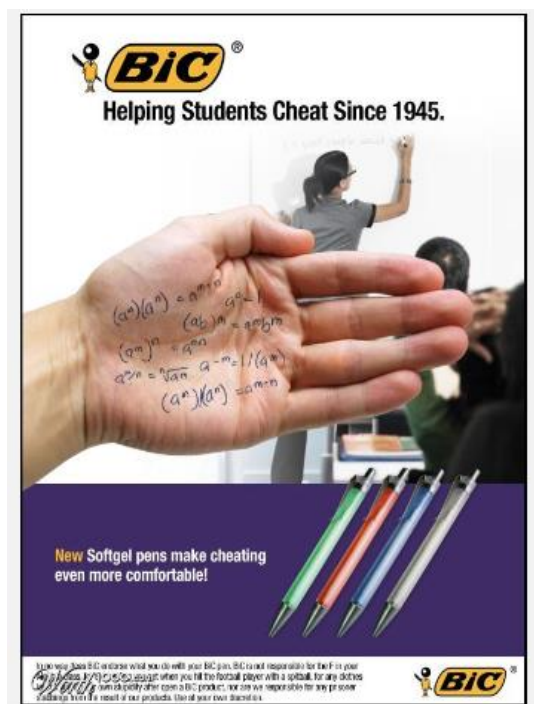
Note. The figure shows the instructions and students' participation in the online forum.

Students' answers about bitcoin (see appendix D) during this part of the lesson allowed the teachers to do the elaboration and evaluation cycle of IBL. After students had commented on the forum, participated, and answered the 'main question' posed by the teacher the lesson finished. It was easier for them to participate in writing, their participation range was active when writing.

The next topic for this lesson was *marketing and products* which refers to the process of promoting and selling a product to a customer. The main question was presented: *what are the advantages and disadvantages of the product being advertised?* Following the unit plan

of the course, the teacher started this final lesson using the first part of the cycle of IBL doing *engagement*, the teacher talked about advertising and explained that one purpose of these texts is to persuade. Then, she made students notice that advertisements present the audience only advantages but not disadvantages. These however, should also be noticed by customers.

Figure 6.



Initially, she presented an ad and students had to complete the chart. Then, she requested students to share their opinions and communicate them in the chart using Google Drive. Here are some extracts from students' participation on the chart:

Table 5.*Advantages and disadvantages about the advertisement*

Advantages	Disadvantages
T: One advantage is that the ads have a good logo	Ads do not use bad language
S1: These products are one of the best inventions for their daily handling. Another of its advantages over other brands is its worldwide distribution, which makes it an accessible product anywhere.	Their products are being discontinued as they are very common products, and are being replaced by technology and new products.
S2: one advantages is that shows us clearly through images what it is about	One disadvantage is that it does not have so many texts where different messages can be explained or transmitted
S3: an advantage is that the ad has good marketing which attracts the public's attention.	A disadvantage is that they show the pen calligraphy in a simple and easy way without any attention-grabbing color.
S4: One advantage is that it has a good slogan	One disadvantage is that its logo motivates students to copy

S5: An advantage is that it is a good product and also its hexagonal shape means that it does not roll on the table.	One disadvantage is that its ink wears out quickly and is not durable.
--	--

Note. The table shows a simple extract of some students' responses using the structure of advantages and disadvantages to participate and give their opinion in the Google Drive chart about the advertisement.

While they were responding, the fourth stage of the IBL cycle referred to the *explanations and elaboration* were observed. Some students were willing to explain and communicate their ideas taking into consideration the teacher's example. To do so the teacher reminded them the main question to be answered with this final task: *what are the advantages and disadvantages of advertised products?* Finally, students had to create a presentation and work in pairs, they had to use the vocabulary related to the topic of advertisement and expressions of advantages and disadvantages. (See appendix E). During this part the evaluation part of IBL cycle was evidenced. Through the IBL approach, students were able to work collaboratively to create their presentations and make the corresponding participation. Besides, the students were able to synthesize the information and were capable of researching and look for data in order to be able to carry out the activities assigned by the teacher and reveal their participation.

4.2. Learners' insights about the implementation

The information presented was gathered after the researchers encouraged students to evaluate their own progress. The analysis of the information from the online focus group and class observation showed that students were able to communicate, self – direct their learning and include digital skills to build their own knowledge while guided by the teacher in the lessons. However, the evidence also revealed that they were not used to reading digital texts in class and use digital tools to communicate meaning in class. For example, in the online focus group the interview which was conducted with 10 students, revealed students' insights about their participation during the lessons. The researchers took notes from the different answers that students gave:

Table 6.

First teacher's questions in the online focus group

T	1. ¿Estaban acostumbrados a iniciar la clase con una pregunta?
	2. ¿Cómo fue la experiencia de trabajar o hacer actividades basadas en preguntas?

Note. First teacher questions about the methodology and developing of the class.

Regarding this, 8 students answered that they never worked with question in a classroom, only 2 of them communicated these ideas:

Table 7.

Students' responses

S1	<i>“El profesor de matemáticas solía hacer preguntas al empezar la clase”</i>
S2	<i>“Algunos profesores solían hacernos preguntas sobre lo que sabíamos del tema”</i>

Note. The table shows some students' responses about teacher's questions provided above.

To the second question, the 10 students answered that they liked the methodology and one of them answered the following:

Table 8.

Student's opinion

S3	<i>“Me gusto trabajar de esta forma porque, ya uno sabe de qué va a tratar y pues si en una clase no se explica todo, ya uno sabe de qué puede investigar en internet o en un libro, entonces es mucho mejor porque así pues uno dice lo que sabe y en base a lo que uno sabe pues le explican lo que sabe.”</i>
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Note. Detailed student's opinion.

In this sense, it was evidence that the students' opinion provided a clear example of the objective of the research that was aimed at fostering students' active participation using IBL

so that they could achieve and build their own knowledge through the several tools, during the IBL cycle. Besides, taking into account the notes taken on the online focus group the researchers were able to show that the students were capable of using some on line reading strategies like locating and searching for information, summarizing it and communicating it:

Table 9.

Second teacher's questions in the online focus group

T	1. ¿Qué herramientas utilizaban para buscar la información que les pedía para hacer las actividades?
	2. ¿Dónde localizaban la información referente a la pregunta?

Note. The table shows the teacher's questions about students' tools to look for information

For the first question the students' answers were:

Table 10.

Students' tools

S1	<i>"En google, profe"</i>
S10	<i>"Utilizaba vídeos"</i>
S3	<i>"Profe, yo utilizaba libros de inglés y diccionarios"</i>
S4	<i>"Yo también utilizaba diccionarios"</i>

Note. The table provided some students' responses about the tools that they used to find information.

For the second question some students' answers were:

Table 11.*Students' tools to look for information*

S5	<i>"Yo lo hacía en Wikipedia"</i>
S10	<i>"A mi no me gusta Wikipedia"</i>
S2	<i>"A mi tampoco, porque cualquiera puede escribir en Wikipedia, prefiero Brainly o libros"</i>
S4	<i>"Yo también busco en Brainly"</i>

Note. The table shows different web page in where students could locate the information.

These answers showed that the students used different tools to look for information, but still reported to use the conventional ones, such as Wikipedia. Although, for some of them the information provided by this website is very repetitive and above all it is not reliable.

Another question made to them was:

Table 12.*Third teacher's questions in online focus group*

T	<ol style="list-style-type: none"> 1. ¿Qué tenían en cuenta para resumir la información que encontraban? 2. Recuerdan las actividades que hicieron en clase ¿Cuál de ellas te permitió participar más activamente en clase?
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Note. The table provides the teacher's questions about the methods that students used to participate and located information

With the questions above the researchers were able to understand how students could use their self – directed learning to build their knowledge through digital literacy practices. Here are some extracts from researchers notes about the lessons and the reasons they liked them:

Table 13.

Students' summarizing information

S1	<i>“Para resumir la información yo trataba de comprender lo que leía”</i>
S10	<i>“Que tuviera coherencia y cohesión”</i>
S5	<i>“Yo trataba de proporcionar la información que se me pedía”</i>

Note. The table shows the students' methods to synthetized information.

For the second question some students' answers were quite different, as it showed below:

Table 14.

Students' preferences

S1	<i>“La de marketing teacher porque me gusto crear”</i>
S5	<i>“A mi me gusta innovar y me gustó mucho Canva, no sabía que existía, por eso me gustó la actividad de los hoteles”</i>
S7	<i>“Profe, a mí me gustó lo de marketing porque no sabía que con power point se podían hacer todas esas cosas”</i>

Note. The table provides some students' responses about their preferences and opinions about the activities of the lessons.

Regarding the above, it is shown how the students developed learning skills that demanded using their digital skill to create, innovate and communicate in class. Thus, these also helped them to carry on and build their knowledge.

4.3 Teacher's Role

The analysis of the transcriptions and ethnographic narratives from videotapes of the classes allowed the researchers to evidence the role of the teacher was identified as facilitator, motivator and guider. Besides, the role of the teacher has a positive impact on student learning using IBL to encourage their active participation in the different lessons. For example, the first lesson about *unusual and unique hotels* the teacher was a facilitator of activities, resources and language. The ethnographic narratives show the following evidence:

the teacher modelled and explained with examples the expressions to talk about likes.

In minute **19:20** she asked the students to participate using the chat providing a sentence using the language she has explained before. (*Ethnographic narrative. Pos. 73*)

Besides, in the same lesson, the teacher provided some explanations to develop the last activity in which the students had to create the poster, the teacher guidelines were the following:

Table 15.

Teacher guider

95	T	You have to do a poster using Canva. You have to choose an unusual, unique hotel and you are going to create a poster. (<i>Chicos yo les voy a enviar un video de cómo crear una cuenta en Canva</i>) When you finish that poster you are going to post it on classting, and then you are going to choose the poster from another partner and you are going to
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answer the question. I'm going to show you how
you can do it.

Transcript 5.

Note. The transcript above shows the teacher being a guider.

In this way, the teacher provided guidance for the students in order to achieve one of the activities. Taking into account that IBL approach may follow one of the most important steps in the 5E cycle which is the explanation. In this part of the lesson the teacher is who elaborates, guides and facilitates the material. She engages students in the activities, creating, collaborating and participating in the classes to improve their learning process.

Another example is an extract from 2nd lesson transcript in which the teacher provided guidelines and explained how to do the activity:

Table 16.

Teacher facilitate the material

102	T	You are going to do a short questionnaire. In this questionnaire you are going to write here (she was sharing the screen) your name, it is a multiple-choice questionnaire, so you are going to choose one answer. This is a Google form.
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Transcript 6.

Note. The transcript above shows the teacher as facilitator of material.

It was evident that the teacher implemented different activities such as the Jamboard and used Google Drive to do charts collaboratively. Also explained how to use apps like Canvas to do posters, Google Forms, and Classting. All this to facilitate students' participation, creativity and communication. In the last lesson, for example, there was an extract from transcriptions in which the teacher provided every aspect for students to develop the activity. In this activity the teacher presented an image (see appendix F) in which students had to observe it and then they had to answer some questions. As is shown below:

Table 17.

Teacher role

141	T	So, the first one is... What is the name of the product?
142	S1	MacBook
143	T	MacBook, yes. And why do you think this product is so popular in marketing? Why do you think that MacBook is so popular?
144	S2	Apple?
145	T	Yes, because the company is apple... Another answer, what else do you think this product is so popular on this company? <i>(Chicos por qué creen ustedes que esta marca es famosa en el mercado?)</i>

146	S3	<i>Porque tiene buenos productos</i>
147	T	In English, try to say it in English... Because a lot of people, yes?
148	S4	Because a lot of people likes Apple products
149	T	Yes, because a lot of people like Apple products, what else?
150	S5	Digital currency?
151	T	Digital currency, excellent! Lent's continue. This means that your transaction was accepted, what is it?
152	S7	Because has good products
153	T	Yes, because Apple has good products.... If you want you can write on the chat, don't worry.
154	S8	for selling high-warm products
155	T	In terms of price, do you think that Apple or Macbook are expensive or cheap?
156	S9	Expensive.
157	T	Excellent!

Transcript 7

Note. The transcript above shows the teacher's guide in every part of the students' participation.

Regarding that, in every turn the teacher provided feedback and guidance to the students to find out the answer to the questions. First, in turn 145 the teacher tried to explain to students in Spanish “*Chicos por qué creen ustedes que esta marca es famosa en el mercado?*” to clarify the questions and engaged them in the activity. Second, in turn 147 the teacher encouraged them to participate in English even if she clarified in Spanish, she motivated the students to use L2. Finally, in turn 153 the teacher allowed the students to use the chat to participate and share the information through this.

What are the benefits and challenges of IBL in the English classes?

4.4. Benefits and challenges

In this part of the second questions, this information was extracted from an online focus group and semi – structured interview. The researchers' notes provided a clarification in which the students shared in the classes what were for them the benefits and challenges of using this approach in the English classes. Regarding to the teachers' questions which were:

Table 18.

Teacher questions about benefits and challenging

T	1. ¿Cuál consideran que fue lo más complicado a la hora de realizar las actividades?
	2. ¿Cuáles fueron las ventajas y desventajas de realizar estas actividades de manera virtual?

Note. The table above shows the teacher's questions to know the benefits and challenges that students found to develop the activities and with the use of IBL.

Taking into consideration, the questions above the students made their own list about the most difficult activities and the benefits and challenges that they had to develop. Besides, from researchers notes it evidence a table in which the answers from students were grouped

Table 19.

Benefits and challenging

Benefits	Challenges
<i>“Internet para buscar información”</i>	<i>“Falta de conexión”</i>
<i>“Interés por aprendizaje”</i>	<i>“Mismas respuestas”</i>
<i>“Innovador”</i>	<i>“A veces no se entendía”</i>
<i>“Era más fácil participar escribiendo”</i>	<i>“Les daba miedo participar porque no tenían buena pronunciación y podían ser la burla”</i>

Note. The table above shows some students’ responses about the teacher’s questions

The table above was a brief list in which students shared their ideas. Most of the responses were related to the internet. The students added that *“las actividades fueron fáciles e innovadoras, pero a veces el internet se iba”*. Regarding this, IBL do not have any inconvenience to create or participate through writings, but for them it was a challenge to talk because their pronunciation was not good. Besides that, the internet was the major factor to not assist in the meetings.

5. DISCUSSION

The aim of this study was to explore the use of Inquiry based-learning approach to foster students' active participation in the EFL class. As it is shown in the findings, in every lesson students were capable of sharing oral and written information in order to make their ideas and knowledge known. In addition, students were engaging in the different IBL activities and they were able to answer the different questions provided by the teacher. Consequently, the use of IBL brought students a deep engagement and provided them opportunities to authentically learn (The Academy of Inquiry based-learning, 2013, p. 1).

At the moment of applying the different lessons, the perspective of the teacher clarified that the use of the IBL methodology empowered students and attached them to understanding and being creative in the classes. Even though their participation was not oral, they participated in other ways such as answering questions in the zoom chat, creating posters or presentations, making comments on partners' new texts and collaborating with each other in the classes. The results are consistent with those of Bayram et al. (2013) in which IBL activities had an effective influence on students' motivation. Even more students showed a positive attitude toward learning with inquiry based-learning but also looked for opportunities to use prior knowledge to generate new ideas and later explored the questions to investigate the possible answers.

It was also noticed that through Inquiry based-learning approach students shared ideas and information of what they learned to develop the activities successfully. Moreover, IBL seemed to encourage students to participate and create new texts since every task was different and demanded new information. This finding is confirmed by Alen & Rodriguez

(2019, p.11) who state that during IBL activities, students feel different positive emotions such as motivation, engagement, competitiveness to produce better ideas, group environment and be creative.

It was also found that the participation that students have among the IBL activities might have provided students opportunities to enhance other skills such as communicating with their peers, creating self-directed learning and using digital skills for learning. In this line of thought, Starmer, Duquette & Howard (2015, p. 1), say that active participation improves students' creative, discussion, reading, writing and other skills than can be used in solving problem situations.

Additionally, the results also confirmed that as each IBL lesson was elapsing. Students were slowly including different learning skills from the ones they regularly used in class. Their participation became active and they took risks to communicate their ideas, to search for new information while promoting self-directed learning and sharing that with others. This finding confirms what Lestari (2016) suggests about IBL on how students also learn from other students, when they ask each other to fulfill tasks and support each other after listening to the teacher's explanations.

Another important finding was that the teacher could manage different roles such as motivator, facilitator and guider. All of them could be followed at the moment of teaching the IBL approach. Thus, those roles foster a positive impact on students' learning process during the implementation of IBL approach. Relaying on Lestari (2016) "the teacher has many important roles in teaching learning activity". Lestari (2016) also supports that the teacher should be the one who facilitates the sources to students, the one who guides the students to comprehend de material easily and the one who manages the whole class during

the activities. However, the teacher did not do everything alone and IBL provided a different methodology in which teacher and students achieved rapport. This finding supports the theory of Lee, E. (As cited in The Academy of Inquiry – based learning, 2013, p. 1) that affirms IBL as a method of instruction that places the teacher to the role of the facilitator of the learning process and the students to the center of this learning experience.

To the second question to this study, it was also found that not everyone could fulfill the activities suggested as expected. Although there were some benefits and challenges that made this process more complicated. On the one hand, in the case of benefits of using IBL to foster active participation in the English classes, students were interested in the learning process, because they considered the class as an innovative class, in which they could look up information on their own and had the opportunity to participate mostly by writing. This finding reaffirms Savery (2006, p. 1) “this method is accurate for self-motivated students who allow a genuine curiosity for learning and engaging themselves. Students take previous experience and background information in the approach to solving the task at hand.” Perhaps, having time to look, write and correct comments gave students more confidence to participate in class since they did not have to worry about pronunciation.

On the other hand, it was notice that there were different challenges that made the students feel uncomfortable or insecure at the moment of participating. Those challenges were lack of internet connection, same answers in the questions, sometimes students did not understand and the most common they were afraid of participate in the orally way, because they considered them to have a poor pronunciation; and therefore to suffer bullying from classmates. (Vonderwell & Zachariah, 2005) states that the factor which influences the lack

of online participation are the technology and interface characteristics, content-area experience, student roles and tasks, and information overload.

All in all, the outcome in this study can help future teachers or researchers that would like to implement innovative approaches such as IBL in the EFL classes. Thus, some further recommendations are included. First, it is strongly recommended that teachers who would like to use IBL approach in the English class provide students different ways to find out the information. Thus, it is suggested bringing students a variety of sources, and texts. The idea is that students do not only look up for information on Google, but also, that they can use reliable sources that can be helpful at the moment of finding out the information.

Secondly, to those further teachers or researchers who want to raise active participation in students, it is strongly recommended to apply different speaking activities such as debates, short talks, interviews, etc. Oral activities, in which students can feel motivated to make interventions. However, participation can also be written since students can take some time to create the texts and then feel more comfortable sharing what they think in class. Additionally, it is advised to create a comfortable class environment, in which students can experience a positive learning process without having any complication like mockery, jokes and deception from the classmates. The intention is that students do not feel afraid of having a bad pronunciation or being bullied for their peers. Finally, it is suggested that students and teachers need time to adapt to this new approach to teaching, and discuss how teachers can facilitate this process.

6. CONCLUSIONS

The main purpose of this study was to explore the use of Inquiry based-learning approach to promote students' active participation. Given the pandemic of COVID-19, classes were given online but this rather than affecting seemed to facilitate students' active participation in several ways. In fact, the design of IBL lessons included different activities which in the end showed that participation does not always have to be oral and can start by writing to gain students confidence to use the language.

Therefore, the first question of the study shows that use of using inquiry based-learning approach serves to encourage 8th grade students' active participation. It was evidence that most of the students were active at the time of doing the different IBL activities, in which they had to share the information with their peers and they had to be creative. IBL also developed other skills such as communication, self-directed learning and digital skills.

Furthermore, it can be concluded that there were different teacher's roles as part of the IBL cycle. Therefore, the teacher's role is decisive when implementing IBL. There are many transitions of responsibility of learning from teacher to student and back, as students are actively engaged in constructing understanding, rather than being passive recipients of knowledge

Finally, regarding the second question, there are benefits and challenges of using IBL. One of the benefits was that students consider that IBL is an innovative approach in which they can develop and build their learning process. They understood that there was a question and made an effort to answer it by the end of each lesson even if there was not enough competence of the language. Writing participation was more evident than oral participation given that they could look and search calmly and at their own pace the information. The

challenge was the lack of oral participation in 8th graders due to their fear of being wrong, their anxiety and their insecurities when pronouncing sentences or words.

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APPENDIX

Appendix A

Students' sharing information in the Google Drive chart

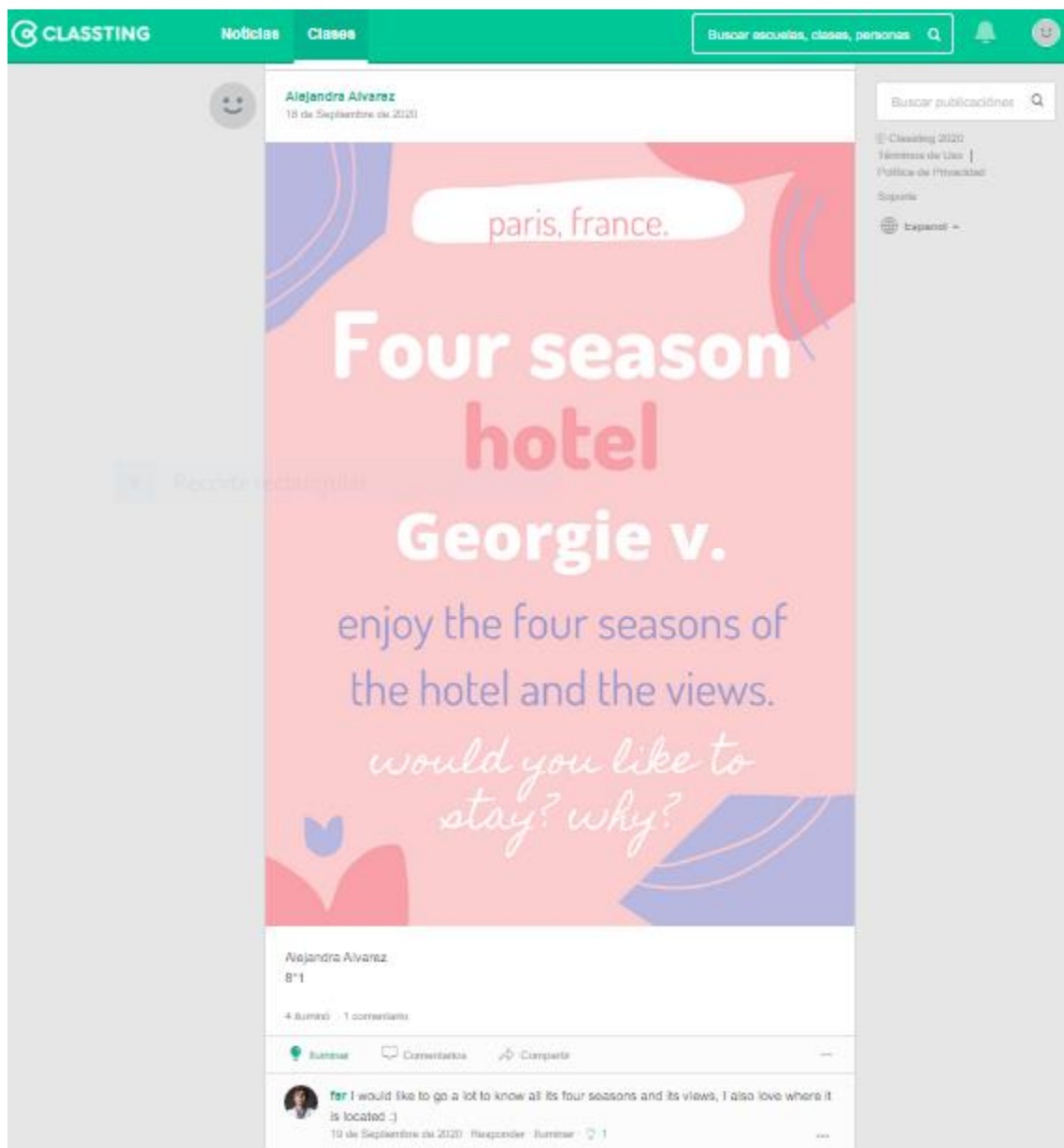
Name	Where can you find unusual hotels?	Why do people like to go to unusual hotels?	What countries have the most unusual hotels?	What are the most unusual and unique hotels around the world?	Why do people decide to construct those hotels
T	Countries, cities, touristic places, etc.	People would like to go there, because those hotels are something different that people want to visit	USA UK Netherlands	Disney's animal kingdom Ice hotel Snow village	People decided to construct these hotels because they are innovative

S1	amusement parks, countries, cities, forests, among others	people would like to go to those hotels as they may have unique things like food, recreation places, they have unusual spas and landscapes are unique	Japan South Korea Chile Costa Rica Usa Perú German Denmark china Australia	restaurants under the sea high-rise pools with glass walls traditional country events exotic foods	so that tourists from other parts visit them and get to know the culture of the country and feel adrenaline and emotions that have never before felt
S2	Countries, cities, towns, tourist places, etc.	People like to go to these hotels because they seem to be beautiful, interesting also because they like to see new and not so common things.	-China -Turkey -Mexico -Italy -India -Greece -Spain -United States -United Kingdom - South Africa	-Montaña Mágica Lodge, Huilo, Chile -Treehotel, Harads, Suecia -Free Spirit Spheres, Isla	They decide to build them because they attract more tourists for their unique way of being these different hotels.

				De Vancouver, Canadá -Palacio De Sal, Uyuni, Bolivia	
S3	Países, forests, ciudades, lugares among others	people like to go to unusual hotels as they have unique things like food, recreation places, they have gymnasium spas beautiful passages these hotels are a lot of fun	1. China 2. Turkey 3. Mexico 4. Italy 5. India 6. Greece 7. Spain 8. United States 9. United Kingdom 10. South Africa	Sweden, canada, france, australia, bolivia, belgium, finland, vietnam	Traders decide to create such hotels, as there are many people who like the unusual, the unique, the different, and this is not found in just any hotel in the unusual hotels

Appendix B

Posters and comments did by the students in the first lesson about unusual and unique hotels



18 de Septiembre de 2020

Angélio Suárez I would like to stay in this hotel because I want to experience new experiences and I prefer marine animals because they are more tender
19 de Septiembre de 2020 · Responder · [Eliminar](#)

 **EXPRESS** 4

Noticias

Clases

Buscar escuelas, clases, personas

Eliminar

Comentarios

Compartir

Añadir tema

fer

18 de Septiembre de 2020

famanda saigado quintero 8-1

4 likes 2 comentarios

Eliminar

Comentarios

Compartir

Alejandra Alvarez

I would like to visit your hotel for the good view, the spa, get to know the place and go to the beach.

18 de Septiembre de 2020 · Responder · Eliminar · 2

nicol tirado

I would love to go to the beach, also for its spa and I want to know Cancun

21 de Septiembre de 2020 · Responder · Eliminar · 1

Buscar publicaciones

E-Classing 2020

Famanda de Llan

Publica de Privacidad

Reporte

Reporte

60

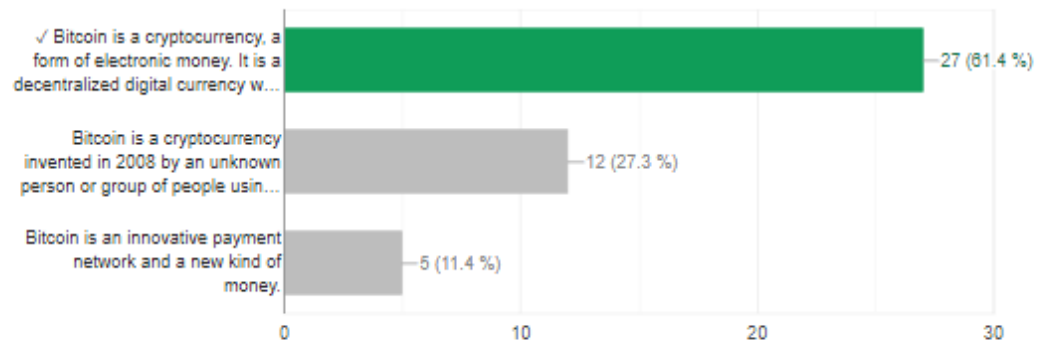
Appendix C

Students' answers to the questionnaire about bitcoin



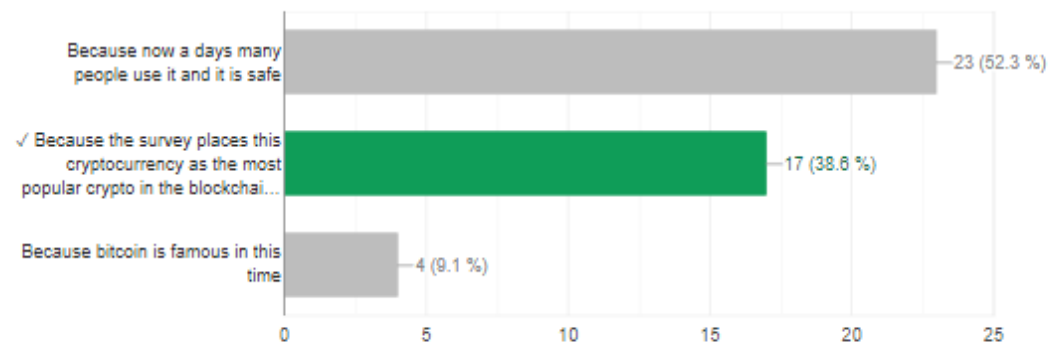
What is bitcoin?

27/44 respuestas correctas



Why are people using bitcoins for today?

17/44 respuestas correctas



Appendix D

Students' responds to the forum about advantages and disadvantages of bitcoin

Why do you think bitcoin can change the global economy?

17

Entregaron

18

Asignadas

Todas



Nicoll Barrera 29 sep.

1R/ Advantage:

- + freedom of payments
- + very low rates
- + better risks for traders
- + security and control
- + neutral and transparent.

Disadvantages:

- + Emission limit
- + volatility
- + guarantee of acceptance
- + there is no regulator
- + anonymity



Maria Fuentes 29 sep.

argument in favor:

1. In transactions, we do not have to reveal sensitive information such as credit card numbers or bank accounts, as in current operations, so the risk of data theft is lower.
2. They are operations that do not generate costs, since there are no expenses in intermediaries.

argument against:

1. At least a medium computer knowledge is recommended that allows the user to have shielded Internet connections, since hackers dedicated to stealing user keys to self-transfer capitals proliferate.
2. The absence of central banks or government support is a lack of guarantee that leaves the user helpless in case of fraud, theft...

Maria Paula Fuentes is Sara Daniela Diaz

8°1

← Responder



Sofia Lerech Fernandez · 25 sep.

Name: Sofia Lerech

My partner: Franzlury Moreno

Advantages of Bitcoin

1. One of the advantages of using bitcoin is the money that can be sent over the Internet.
2. people agree that bitcoins can be bought with euros, pounds sterling, dollars, etc.

Disadvantages of bitcoin

1. There has been criminal activity in bitcoins by cybercriminals, for example, theft, black market and money laundering.
2. Some people do not agree with bitcoin, because they consider that bitcoins are nothing more than a pyramid operation.

← Responder



Angelic Suarez Ruiz · 29 sep.

1- what are the advantages and disadvantages of bitcoin?

A/ Advantages

- One of the advantages of using bitcoin is makes it possible to transfer value anywhere in a very easy way and it allows you to be in control of your money.
- Another advantage is that Bitcoin can provide very high levels of security if used correctly.

Disadvantages

- On the contrary, Todas las transacciones de Bitcoin se almacenan de forma pública y permanente en la red, lo que significa que cualquiera puede ver el saldo y las transacciones de cualquier dirección de Bitcoin.
- Another disadvantage is that a Bitcoin transaction cannot be reversed, it can only be refunded by the person receiving the funds.

2 Why are bitcoins attractive for cybercriminals?

A/ Because Bitcoin is not controlled by the government or the banks, which makes it easy to infiltrate and hack a user who uses bitcoins

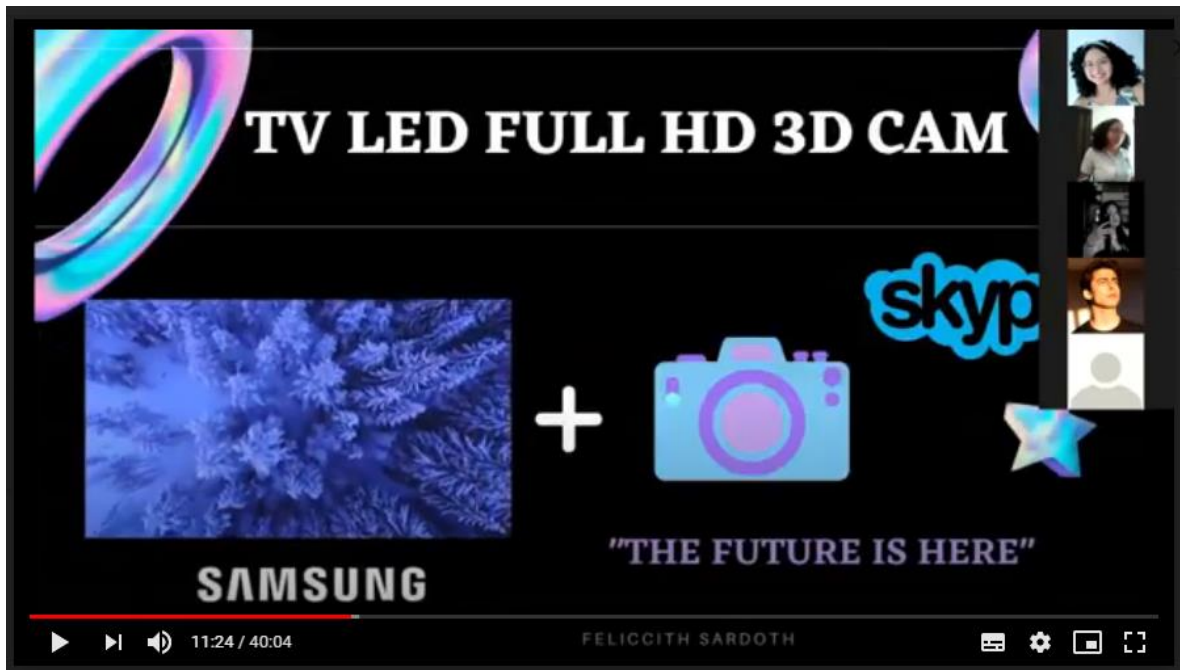
3 Why is bitcoin safe?

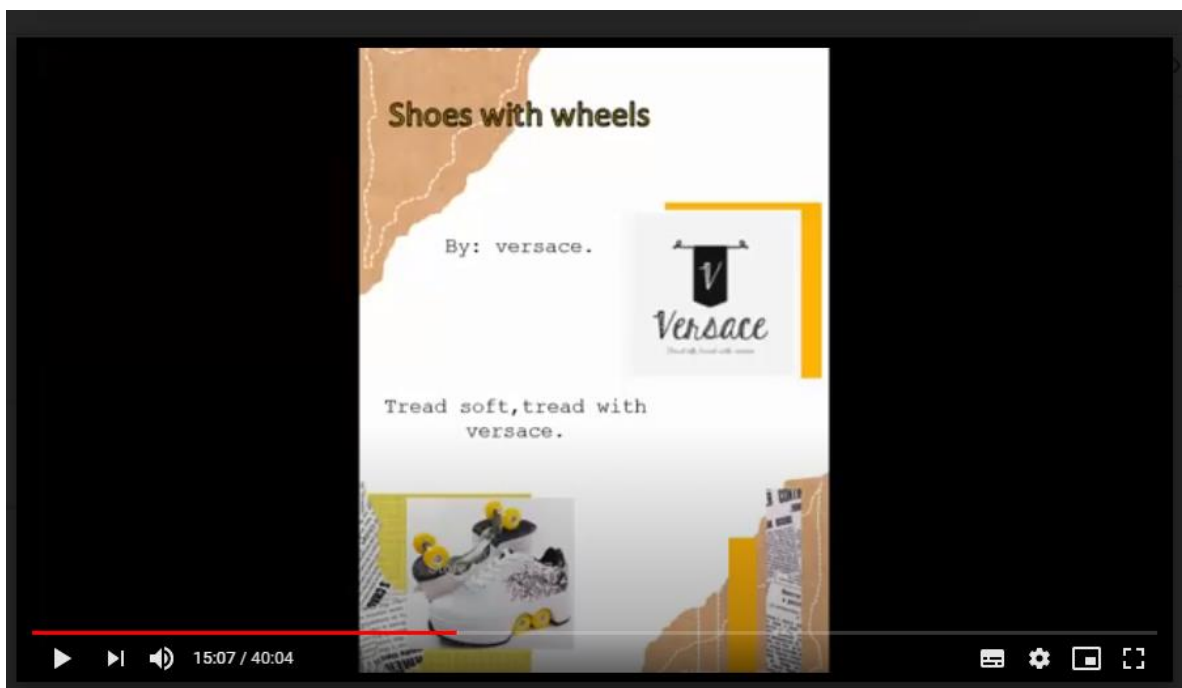
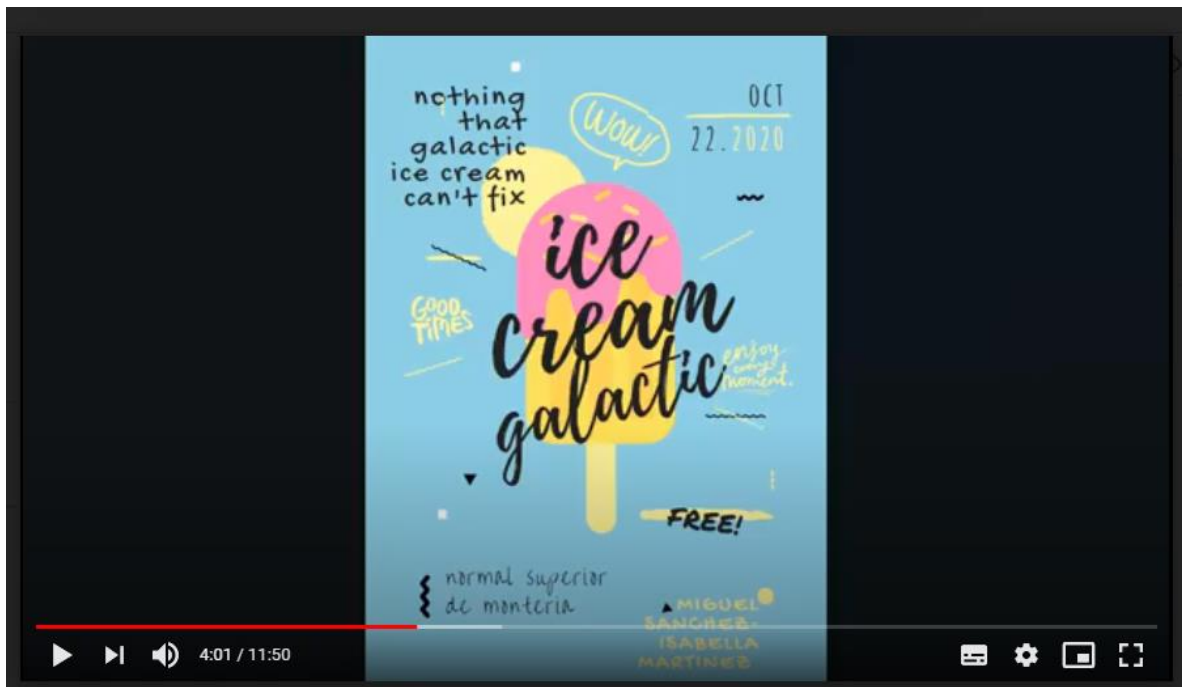
A/ Because every transaction is publicly recorded, so it is very difficult to copy Bitcoins, make fake or spend the ones you don't own, however it is possible to lose your Bitcoin wallet or delete your Bitcoins and lose them forever. There have also been thefts on websites that allow you to store your Bitcoins remotely.

← Responder

Appendix E

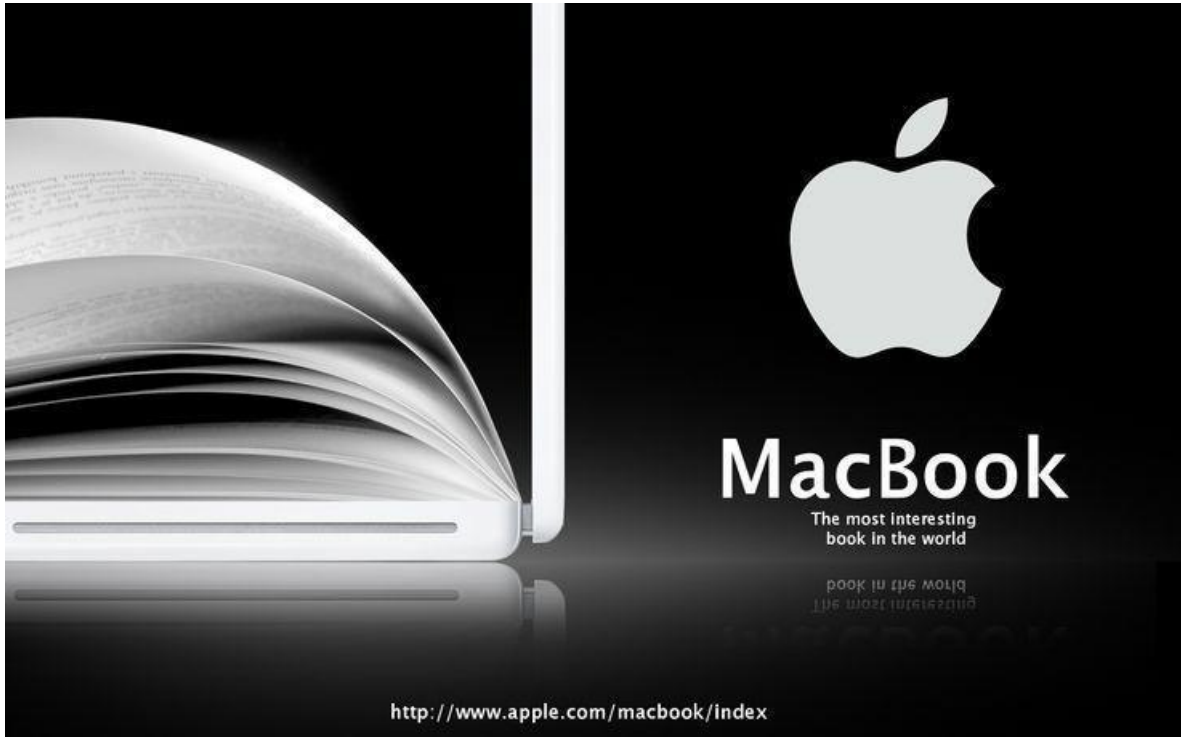
Evidence of students' presentations about a new product.





Appendix F

Image presented by the teacher to asked questions related to it



Appendix G

First IBL lesson created and applied by the teacher

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Nidia Susana Banquet Galindo **SCHOOL:** IE Normal Superior **GRADE:** 8th – groups 1 & 4
HOURS/WEEK: 3 hours per lesson **UNIT TITLE:** Democracy and peace **LESSON DATE:** 03/09/2020 **TIME:** 3 hours

TASK/PROJECT/PROBLEM	Performance indicators	Teaching points
<p>Ss will imagine that they are tourists and they want to visit unusual and unique hotels somewhere in the world. Therefore, they have to look for information about hotels on the internet. Then, ss using that information will create a poster about an unusual and unique hotel that they would like to visit. Additionally, ss will upload their posters on "Classting" and comment on a classmates' poster saying: "Why would he/she like to stay in that hotel?". It is expected that ss present arguments to explain why the hotels are unique..</p>	<p>Knowing</p> <ul style="list-style-type: none"> Recognizes positive and negative language. Identifies basic narrative structures. Identifies the structure of information questions. Recognizes expressions of opinion, points of view. Identifies the stages of writing a short description. <p>Doing</p> <ul style="list-style-type: none"> Shows comprehension of general and specific ideas in oral and written texts by completing pre established forms. Organizes information gathered from different bibliographical sources in tables and graphs. Presents opinions on the use of positive/negative 	<ul style="list-style-type: none"> Information related to the topic Expressions to express opinions and points of view. How to create a canva poster How to join on classting

	<p>completing pre established forms.</p> <ul style="list-style-type: none"> Organizes information gathered from different bibliographical sources in tables and graphs. Presents opinions on the use of positive/negative language following a previously prepared presentation plan. Produces, in writing and following the writing process, a personal plan for constructive use of the language. <p>Being</p> <ul style="list-style-type: none"> Shows respect for opinions expressed by his peers. 	
	<ul style="list-style-type: none"> Recognizes his responsibility in the construction of peace in his community. <p>Recognizes positive/ negative uses of language</p>	

INSTRUCTIONAL ACTIVITIES

Warm-up <ul style="list-style-type: none"> On a jamboard, T and ss will create a mind map and T will activate students' previous knowledge by asking them what can you find in a hotel? How hotels are? Where can you find a hotel? T will ask ss what is the topic about? Where have you seen or heard about an unusual and unique hotel? How can those hotels be eco friendly? What do you think is the purpose of creating those hotels? What makes unusual and unique hotels different from the normal hotels? T will give ss simple questions related to the topic that will be answered at the end of the lesson "Why would you like to stay in these unusual hotels?" 	Resources/Materials Jamboard Word Zoom	Time 40 minutes
Core activities <ul style="list-style-type: none"> According to these questions: where can you find those unusual and unique hotels? Why do people like to go to those hotels? What countries have the most unusual and unique hotels? What are the most unusual and unique hotels around the world? Why do people decide to construct those hotels? Ss will look for some information to answer those questions. Additionally, T will provide some information related to the topic and the question to help students. Also, T will provide scaffolding to ss. Ss will share the information with the whole class about what they found about the topic in Google Drive following a chart presented to them. T will introduce ss language to express preferences and likes Ss will express in a chart looking at the two pictures of unusual hotels their preferences and likes using the expressions taught in class. SS will be asked to select an unusual hotel in the world and design an advertisement using canvas suggesting people to visit it for its uniqueness. Classmates will be encouraged to 	Word Zoom Links Canva Classting	1h 40mnts

<ul style="list-style-type: none"> SS will be asked to select an unusual hotel in the world and design an advertisement using canvas suggesting people to visit it for its uniqueness. Classmates will be encouraged to respond if they will like to visit it and why? 		
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Closure <ul style="list-style-type: none"> Ss will post their poster on classting and each of them have to choose a poster from another partner to answer the question, which is "Why would you like to stay in these unusual hotels?" 	Classting	40 minutes
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ASSESSMENT: <ul style="list-style-type: none"> T will grade and give feedback to ss about what they did

Appendix H

Second IBL lesson created and applied by the teacher

<p>FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS Licenciatura en Educación Básica con Énfasis en Humanidades - inglés Comité de Práctica Pedagógica LESSON PLAN</p>		
<p>STUDENT TEACHER: Nidia Susana Banquet Galindo SCHOOL: IE Normal Superior GRADE: 8th – groups 1 & 4 HOURS/WEEK: 3 hours per lesson UNIT TITLE: GLOBALIZATION: CONSUMERISM LESSON DATE: Week 21 to 25 of sept TIME: 3 hours</p>		
<p>TASK/PROJECT/PROBLEM Students will imagine that they are the economist of the 21st century and they want to know about the digital money bitcoin. To do that, students have to look up for information related to bitcoin and answer two closed questions in a Google form. This will allow them to explore the topic. Then, in pairs ss will write short statements that express their arguments for and against the topic using the expressions suggested in class. Finally, they will participate in a class forum expressing their arguments for and against to the question: why Do you think bitcoin can change the global economy?</p>	<p>Performance indicators</p> <p>Knowing</p> <ul style="list-style-type: none"> Recognize vocabulary about the bitcoin Identify the structure of a questionnaire identify expressions for stating arguments for and against. <p>Doing</p> <ul style="list-style-type: none"> Complete a vocabulary web about the bitcoin Identify expressions for and against in a text to state arguments Produce short arguments for and against based on previously consulted bibliographical references. <p>Being</p> <ul style="list-style-type: none"> Shows respect for the arguments expressed by 	<p>Teaching points</p> <ul style="list-style-type: none"> Information related to the topic Scaffolding ss Expressions to talk about for and against

	Being <ul style="list-style-type: none"> Shows respect for the arguments expressed by his peers. Recognizes characteristics of responsible consumption. Actively participates in planned activities Participate collaboratively in the activities 	
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INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
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<ul style="list-style-type: none"> On a google questionnaire, ss will answer a short questionnaire about bitcoin. T can initially motivate ss to find out about the topic by asking them two closed questions: what is a bitcoin? What are people using bitcoins for today? On jamboard, T and ss will complete a vocabulary web related to bitcoin T will give ss a simple question related to the topic that will be answered at the end of the lesson "why do you think bitcoin can change the global economy?" 	Google questionnaire jamboard Zoom	40 minutes
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<p>Core activities</p> <ul style="list-style-type: none"> • T will present a short reading about "what is bitcoin?" . To encourage this reading activity the T will highlight in the text expressions to state for and against arguments. • Using the reading, they will individually select 3 arguments for and 3 arguments against related to the topic. Then, they will write them down in the chart provided by the teacher on Google Drive. Students will bear in mind the following questions: what are the advantages and disadvantages of bitcoin? Why are bitcoins attractive for cybercriminals? Why is bitcoin safe? • Ss will look up for some information in text and if necessary can complement it with information from the web. • Additionally, T will provide scaffolding to ss. • Later, In pairs ss will write short arguments for and against using the expressions suggested in class to present them in a forum 	<p>Word Zoom Links Google drive chart</p>	<p>1h 40minutes</p>
<p>Closure</p> <ul style="list-style-type: none"> • On forum, ss will give their argument for and against the topic to answer the question about why would you think bitcoin can change the global economy? 	<p>Google classroom</p>	<p>40 minutes</p>

ASSESSMENT:

- T will grade and give feedback to ss about what they did

Appendix I

Third IBL lesson created and applied by the teacher

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Nidia Susana Banquet Galindo **SCHOOL:** IE Normal Superior **GRADE:** 8th – groups 1 & 4
HOURS/WEEK: 3 hours per lesson **UNIT TITLE:** GLOBALIZATION: CONSUMERISM **LESSON DATE:** week 12 to 16 of Oct
TIME: 3 hours

TASK/PROJECT/PROBLEM	Performance indicators	Teaching points
In pairs, students are going to create an advertisement of a brand new product. To do that, they will first learn about how advertisements are done. Then they will look up for some information related to how to create and advertise a new product. Later, in a powerpoint presentation they will do a short presentation of their product, in which they have to show the author, the audience, the tagline, the logo and the price of the product. Additionally, they have to respond to the question: "what are the advantages or disadvantages of the product being advertised?"	<p>Knowing</p> <ul style="list-style-type: none"> Recognizes vocabulary on consumption and consumerism, fashion, technology, needs. Identifies the structure of a survey. Recognizes expressions to express advantages and disadvantages <p>Doing</p> <ul style="list-style-type: none"> Prepares a classification chart with the consumption needs of adolescents through a previously established format. Prepares, with help, a survey related to consumption through information questions (Wh 	<ul style="list-style-type: none"> Explain that advertisements are persuasive texts Information related to the topic Vocabulary about the topic Expression to state advantages and disadvantages

	<p>consumption through information questions (Wh questions).</p> <ul style="list-style-type: none"> Prepares and presents the classification chart based on the categories of consumption needs. Produces a simple and structured argumentative text based on previously consulted bibliographical references Shares the advantages and disadvantages of a product 	
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	<p>Being</p> <ul style="list-style-type: none"> Shows respect for the opinions expressed by his peers. Recognizes characteristics of responsible consumption. Actively participates in planned activities. 	
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INSTRUCTIONAL ACTIVITIES

<p>Warm-up</p> <ul style="list-style-type: none"> T will activate student's previous knowledge by showing them some images or videos of famous advertisements around the world. Ss have to say what is the name of the product advertised? and why do they think it is so popular in the market? T will give ss a simple question related to the topic that will be answered at the end of the lesson "What are the advantages or disadvantages of the product being advertised?" 	<p>Resources/Materials</p> <p>Images or videos of advertising zoom word</p>	<p>Time</p> <p>40 minutes</p>
<p>Core activities</p> <ul style="list-style-type: none"> T will explain that advertisements are persuasive texts, they try to convince people to buy. They also have: an author, a main topic and themes, language that expresses the attitudes of the author toward the product called tone, a tagline and a logo. T will present an example of an advertisement and each of these characteristics will be explained to them. Here the T will lead students to pay careful attention to each of these aspects to evaluate critically an Ad. T will also ask ss why they think the advertising works or does not work so well. They can explain in spanish if necessary T will then present language they can use to express advantages and disadvantages on a product. T will provide students a class activity on a google drive chart, so they can write the expression that better completes the sentences using the vocabulary and the expressions presented in class to express advantages or disadvantages. Ss will be asked to look up for some information about the strategies companies use to persuade people to buy their products. Then, in a jumboard chart shared by the teacher, they can say tips or recommendations related to what they found. Emphasis will be made on respecting others ideas and location information in the right way in the jumboard 	<p>Power Point Google drive chart Jamboard Links Power point Zoom</p>	<p>1h 40 minutes</p>

<ul style="list-style-type: none"> • T will provide students a class activity on a google drive chart, so they can write the expression that better completes the sentences using the vocabulary and the expressions presented in class to express advantages or disadvantages. • Ss will be asked to look up for some information about the strategies companies use to persuade people to buy their products. Then, in a jumboard chart shared by the teacher, they can say tips or recommendations related to what they found. Emphasis will be made on respecting others ideas and locating information in the right way in the Jumboard. 		
<ul style="list-style-type: none"> • T will provide ss additional information and scaffolding to later share the information in class. 		
Closure <ul style="list-style-type: none"> • Ss will have to create a new product to advertise and present to the class in a powerpoint presentation or using any other tool. Here they will explain the author or company that sells, the audience the product is addressed to , pay attention to the language used, state a logo, and a tagline. They will also have to explain how it might work for people presenting the advantages or benefits of the product. They can also state the disadvantages they identify for using this product and that are not usually pointed in the Ads. 	Power point Zoom	40 minutes
ASSESSMENT: <ul style="list-style-type: none"> • T will grade and give feedback to ss 		